

# South Fayette Township School District



2250 OLD OAKDALE ROAD  
McDONALD, PENNSYLVANIA 15057  
(412) 221-4542  
FAX (412) 693-2883

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LINDA B. HIPPERT  
Superintendent

EX PARTE OR LATE FILED  
January 8, 1997

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JAN 16 1997

FEDERAL COMMUNICATIONS COMMISSION  
OFFICE OF SECRETARY

The Honorable Reed Hundt, Chairman  
Federal Communications Commission  
1919 M Street, N.W., Room 814  
Washington, D.C. 20554

RE: CC Docket No. 96-45

Dear Chairman Hundt:

I am a school board member from the South Fayette Township School District, and I would like to thank you for your leadership of the Joint Board for their strong decision to ensure that all schools will have affordable access to the Information Superhighway. I urge the FCC to fully adopt the recommendations of the Joint Board.

The discount range of 20 to 90 percent will ensure that all schools--even the poorest--have truly affordable access. The plan is also very flexible and will empower schools to select the services that work best for their educational mission. The inclusion of discounts on internal connections and Internet access is equally vital and stands to bring services directly to the classroom where students learn. Monies saved through this discount will afford South Fayette Township School District the opportunity to focus on the integration of the technology into the curriculum so that students may achieve at higher levels. This, of course, is the ultimate goal of all districts.

As you move ahead in your deliberation on this important issue, I urge you to seize this opportunity to bring 21st century learning to our schoolchildren.

Sincerely,

A handwritten signature in cursive script that reads "Kelly Brown".

Kelly Brown  
School Board Director

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Sincerely,

A handwritten signature in dark ink, appearing to read "Vincent Lamberti".  
Vincent Lamberti  
School Board President

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# PATAGONIA UNION HIGH SCHOOL

POST OFFICE BOX 254 • PATAGONIA, ARIZONA 85624 • (520) 394-2202

RONDA FRUEAUFF  
SUPERINTENDENT  
DISTRICT No. 20

BOARD MEMBERS

JEAN SMITH  
MARIA BENEDICT  
FREDERICK SANG II  
BERNARDINE CUNNINGHAM  
TED PIPER

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FEDERAL COMMUNICATIONS COMMISSION  
OFFICE OF SECRETARY

RE: CC Docket No. 96-45

Dear Chairman Hundt:

I am a school board member from the Patagonia Union High School District in Patagonia, AZ, and I would like to thank you for your leadership and the leadership of the Joint Board for their strong decision to ensure that all schools will have affordable access to the Information Superhighway. I urge the FCC to fully adopt the recommendations of the Joint Board.

The discount range of 20 to 90 percent will ensure that our school which is among the poorest--will have truly affordable access. The plan is also very flexible and will empower schools to select the services that work best for their educational mission. The inclusion of discounts on internal connections and Internet access is equally vital and stands to bring services directly to the classroom where students learn.

Our district is in need of more technology in the classroom but at this time the costs are prohibitive. If these discounts are realized we can begin to provide technological learning opportunities for our students.

As you move ahead in your deliberation on this important issue, I urge you to assist us in providing all school children equitable learning opportunities.

Sincerely,

  
Maria Benedict  
Governing Board Member

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# PATAGONIA UNION HIGH SCHOOL

POST OFFICE BOX 234 • PATAGONIA, ARIZONA 85624 • (520) 394-2202

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1919 M Street, N.W., Room 814  
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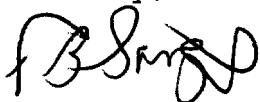
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Sincerely,



Fred Sang  
Governing Board Member

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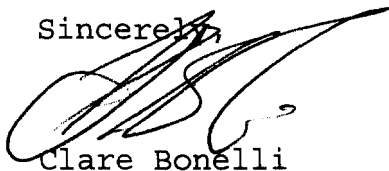
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Sincerely,



Clare Bonelli  
Governing Board Member

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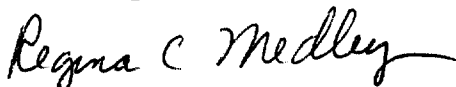
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Sincerely,

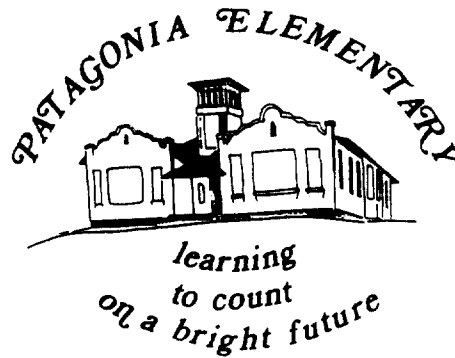


Regina Medley  
Governing Board Member

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Patagonia Elementary No. 6  
P.O. Box 295  
Patagonia, Arizona 85624



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Ph: 602 - 394-2972  
Fax: 602 - 394-2085

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FEDERAL COMMUNICATIONS COMMISSION  
OFFICE OF SECRETARY

The Honorable Reed Hundt  
Chairman  
Federal Communications Commission  
1919 M Street, N.W., Room 814  
Washington, D.C. 20554

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Sincerely,

Amy DeLaOssa  
Governing Board Member

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Patagonia Elementary No. 6  
P.O. Box 295  
Patagonia, Arizona 85624



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Sincerely,

Andrea Wood  
Governing Board Member

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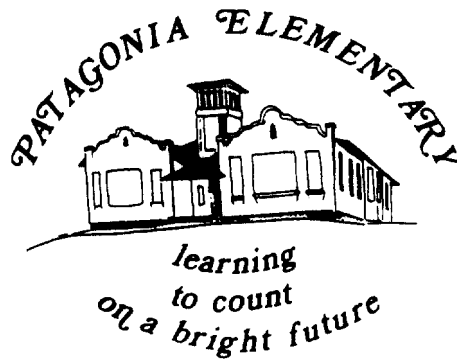
As you move ahead in your deliberation on this important issue, I urge you to assist us in providing all school children equitable learning opportunities.

Sincerely,

Peter Acevedo  
Governing Board Member

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Sincerely,

Cindy Matus-Morriss  
Governing Board President

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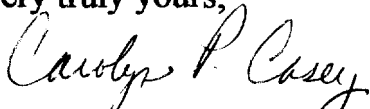
We are the School Committee for the Medfield Public School, Medfield, Massachusetts. We unanimously support the "Education Rate" and would like to thank you for your leadership of the Joint Board for their reasonable and strong decision to ensure that all schools will have affordable access to the Information Superhighway. We urge the FCC to fully adopt the recommendations of the Joint Board.

The discount range of 20 to 90 percent will ensure that all schools--whether financially stable or experiencing difficulty--have equal and affordable access. The plan is also very flexible and will empower schools to select the services that work best for their educational goals. The inclusion of discounts on internal connections and Internet access is equally vital and stands to bring services directly to the classroom where students learn.

Our Superintendent, Dr. Christopher Martes, will include our intentions for use of the discounts and our school district's technology plan under his letter of support.

We urge you to seize this most logical opportunity to bring our school children into the 21st century of learning by supporting the "Education Rate" plan. Thank you again for your effort and commitment to education.

Very truly yours,



Carolyn Casey, Chairperson;  
Medfield School Committee Members  
Sharon Semeraro, Fayre Stephenson, William Tosches, and Mark Wilson (FCC)

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# MEDFIELD PUBLIC SCHOOLS

7 Dale Street  
Medfield, Massachusetts 02052

CHRISTOPHER H. MARTES, Ph.D.  
Superintendent of Schools  
(508) 359-2302

January 7, 1997

The Honorable Reed Hundt  
Chairman  
Federal Communications Commission  
1919 M Street, NW - Room 814  
Washington, DC 20554

RECEIVED  
JAN 16 1997  
FEDERAL COMMUNICATIONS COMMISSION  
OFFICE OF SECRETARY

Re: CC Docket No. 96-45

Dear Chairman Hundt:

I am the Superintendent of the Medfield Public Schools in Medfield, Massachusetts, and I would like to thank you for your leadership and the leadership of the Joint Board for their strong decision to ensure that all schools will have affordable access. The plan is also very flexible and will empower schools to select the services that work best for their educational mission. The inclusion of discounts on internal connections and Internet access is equally vital and stands to bring services directly to the classroom where students learn.

The Medfield Public Schools will use the discounts to purchase Internet service for our entire school system and to continue to network the schools according to our technology plan. I have attached an overview of our technology planning process, assessment of our current status, and sample schematics of our plans. I hope that this demonstrates our commitment to meeting the needs of students as we approach the twenty-first century.

As you move ahead in your deliberation on this important issue, I urge you to seize this opportunity to bring twenty-first century learning to our school children.

Sincerely,

Christopher H. Martes, Ph.D.  
Superintendent of Schools

kml  
encs

**MEDFIELD PUBLIC SCHOOLS  
MEDFIELD, MASSACHUSETTS  
02052**

**Overview of the Technology Planning Process**

During the 1993-94 school years, there was a technology initiative where computers were purchased by the Medfield Public School System and placed in the elementary, middle and high schools' Library Media Centers. Immediately, the computers were being used to help the learning process of our students, from teaching the writing process at the elementary school to computer aided design courses at the high school. It became apparent that computers would be required on a larger scale in the near future. Subsequently, a technology committee was formed to help plan the process of integrating technology throughout the school system on a larger scale. The technology committee consisted of media-specialists/librarians from each school, one administrator and the superintendent of schools.

The first task of the technology committee was to assess the school system's technology needs. This was done via a needs-assessment survey of district faculty and staff. Site visits were also conducted by the technology committee to view the differences between our school and schools well into their technology integration process. Using survey conclusions and information learned from site visits, an action plan was created, prioritizing staff development, technological purchases, software purchases, and assessment needs. This action plan became the basis of our five-year technology plan to be developed during the 1995-96 school year.

During the 1996-97 school year, technology planning was assigned to a three person team consisting of the high school library media specialist, middle school library media specialist and the superintendent of schools. The team met on a regular basis. Through these meetings a draft technology plan was developed and distributed to community and school stakeholders for feedback. This draft was then revised and reformatted to comply with the state technology plan guidelines.

**Assessment of Current Curriculum Status and Technology Initiatives in Relationship to Education Reform**

At all levels the library media centers serve as the hub of educational technology. Access to the Internet, electronic catalogs and educational CD-ROMs are provided to all students and staff.

At the close of the 1995-96 school year, computer distribution at the elementary level was reorganized to provide computers in every classroom in order to move away from the model of isolated technology instruction in the

computer lab. During the current school year, 1996-97, we have begun to see the integration of technology resources across the curriculum at the elementary level. Staff now have access to the Internet and there have been professional development workshops that address the use of educational software in the classroom. Currently at the middle school, some teachers have computers in their classrooms in addition to the computer lab, which is used for word processing and teaching keyboarding skills. The high school and middle school's new network capabilities allow us to access a high speed Internet connection, and eventually to share resources through a common library catalog. The high school now has a new library media center, writing center, and two computer labs. A data network interconnects all of the computing and electronic resources in the building. A video network allows access to audio/visual resources. And each classroom, office and laboratory has a standard telephone outlet. The high school has a new TV studio for production across the school system as well as into the community.

# MEDFIELD SCHOOL SYSTEM TECHNOLOGY PLAN

## DOS LAB-MHS

Business & Accounting  
History/Theory of Computers  
CAD/CAM Engineering  
Office Practice/Word Proc.  
Adult Education  
Electronics  
InteractiveMultimedia  
Desktop Video

## MAC LAB (All Schls.)

Journalism/Desktop Pub  
Exploring the Computer  
Integrated WP, DB, SS  
Curriculum Courseware  
Adult Education  
Presentation Software  
MultiMedia Production  
Desktop Video

## WRITING CENTER-MHS

Process Writing Courses  
Writing Assignments  
Across Curriculum  
Student & Staff Writing

## STAFFING & TRAINING

Professional Media Specialists,  
Librarians, & Computer Teachers  
Paraprof. Aides & Technicians  
Teacher Training, Staff Develop.  
& In-Service Opportunities

"Information Everywhere .....  
Communication Anytime .....  
Access to Everyone ....."

## LIBRARY/MEDIA CENTER (All)

OPAC (On-Line Card Catalog)  
Computerized Library Management  
Telecommunications Access  
(ERIC, AMERICA ON-LINE, INTERNET)  
AT&T LEARNET, KIDSNET, etc.)  
Multi CD-ROM Networked Towers  
(SIRS, Newsbank, Wilsondisc, MAS,  
WB Info. Finder, Groliers, & Other Ref.  
Satellite Access & Interactive Multimedia  
Authoring Station

## CLASSROOMS (All Schools)

Interactive Multi-Media WorkStation  
CD-ROM Network Access  
Cable Television  
Satellite Learning  
Phone/Fax/Modem Access  
Video Laserdisc  
Computer Workstation for Classroom  
Management, Applications Software,  
& Curriculum Courseware  
AudioVisual Equipment  
Telecommunications Access

## NETWORKS (All Schls.)

Fiber Optics Links Among  
Bldgs.  
Voice, Video, & Data Outlet  
in Every Classroom  
LAN, WAN, MAN Networks

## LANGUAGE LAB-MHS

Video Input  
Telecommunications Access  
via Modem  
Satellite Learning

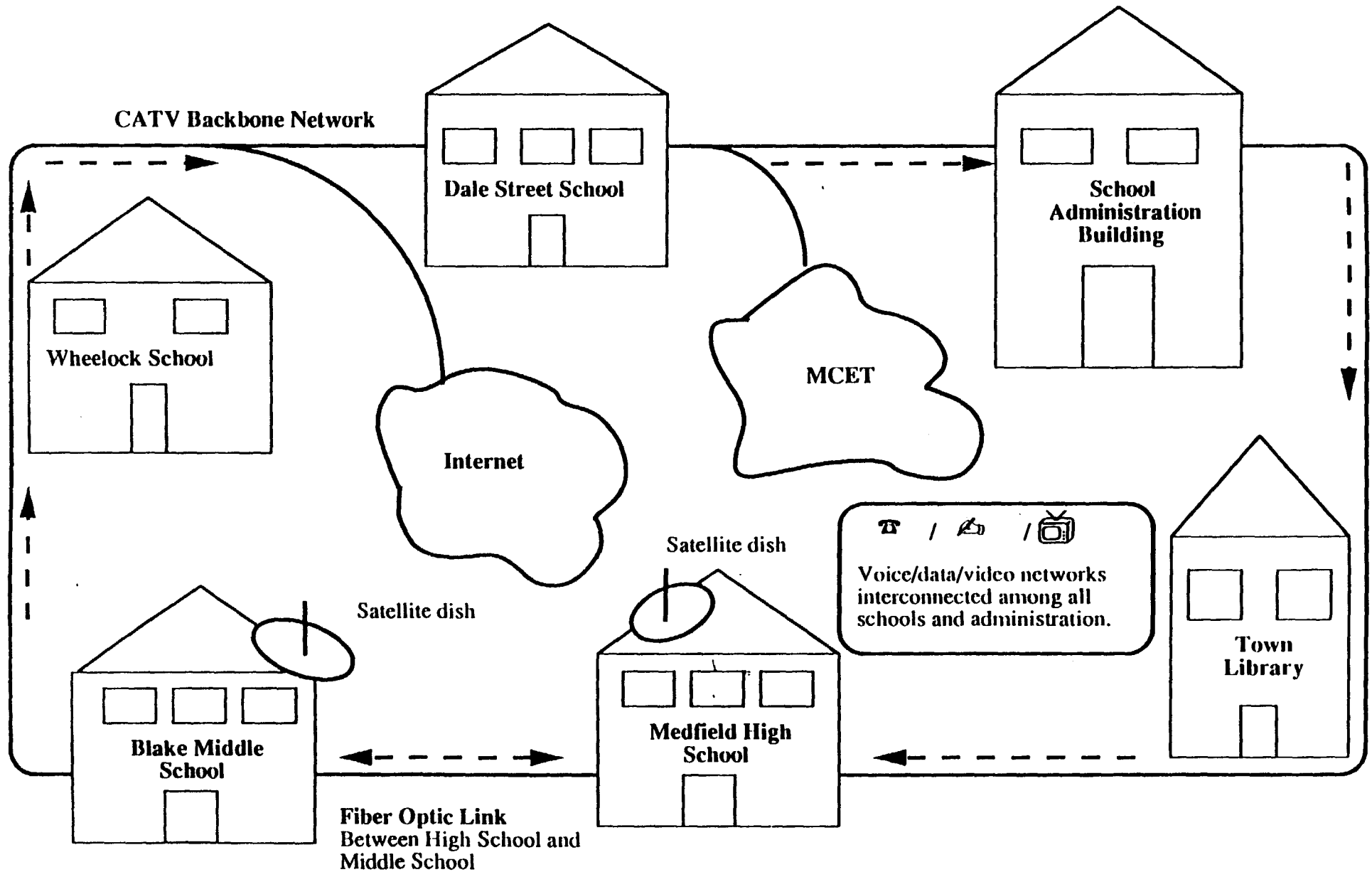
## TV PRODUCTION FACILITY

Electronic Lecture Hall (MHS)  
TV Production Courses  
On-Location TV Production  
Student News/Magazine Show  
Video Yearbook  
Computer Desktop Video Editing  
Satellite Downlinking  
MultiMedia Course  
School-Wide Presentations  
Educational Access Message Board

## TOWN OF MEDFIELD

Public Library  
Police & Fire  
Senior Citizen  
Town Offices  
Student Homes

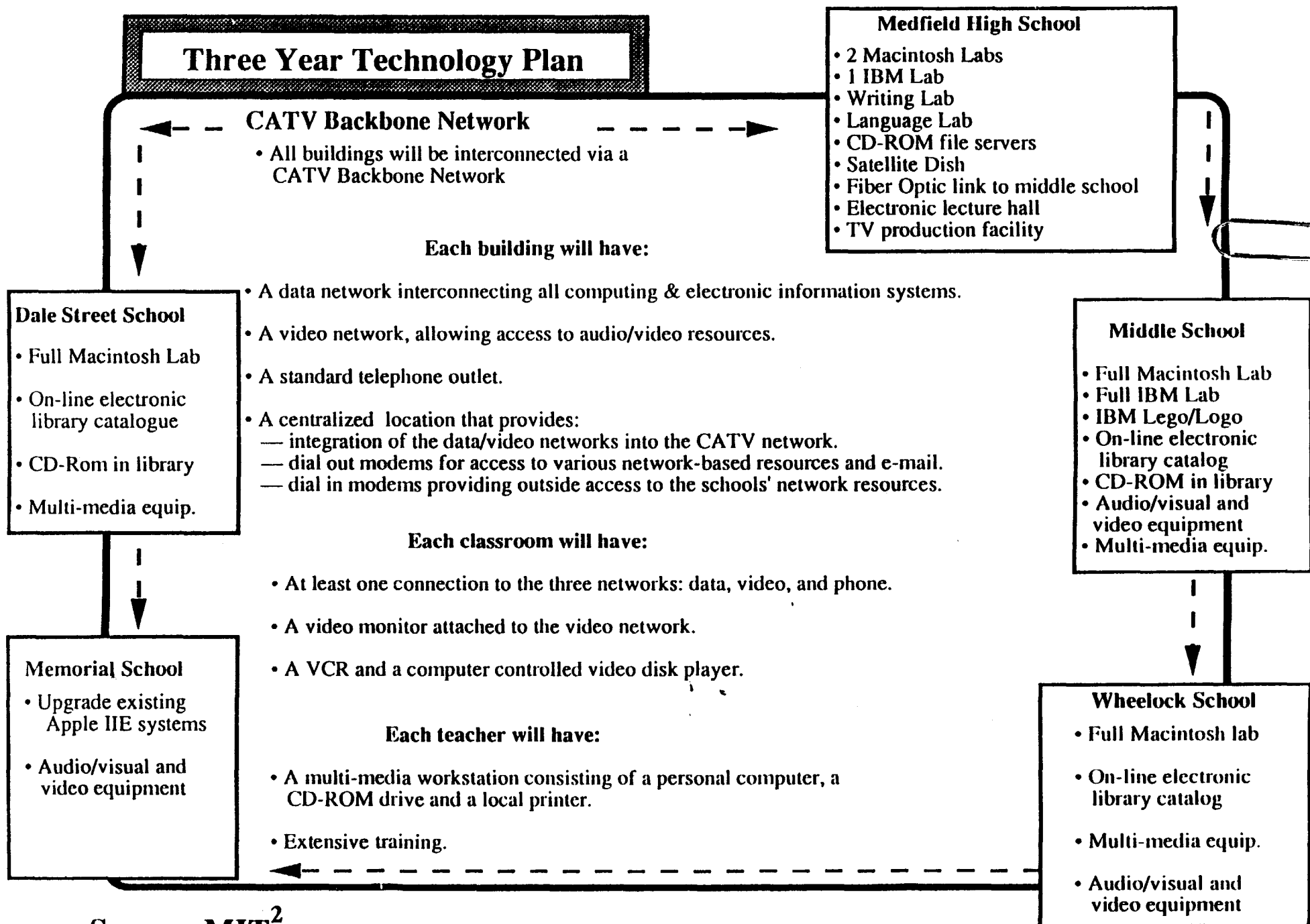
# Medfield Schools' Planned Network Infrastructure



Source: MIT<sup>2</sup>

Appendix: II. Chart





Source: MIT<sup>2</sup>



cc 96-45  
OHIO  
[Signature]  
EX PARTE OR LATE FILED

Helen M. Gless

3594 Industry Rd.  
Rootstown, Ohio 44272

325-1636

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JAN 16 1997

11/7/97  
FEDERAL COMMUNICATIONS COMMISSION  
OFFICE OF SECRETARY

RE: cc Docket # 96-45

Dear Chairman Hundt:

I serve on the Portage  
County Educational Service  
Governing Board.

I want to thank you  
for your leadership and the  
leadership of the Joint Board  
for the strong decision to  
ensure that "All" schools in  
United States will have  
affordable access to the  
Information Highway. I  
hope and pray that the  
recommendations will be  
adopted by the FCC.

We must seize this  
opportunity to bring 21st century  
learning to our Teachers and  
school children! Thank you so much!  
Sincerely - Helen M. Gless,

No. of Copies rec'd  
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1

# LESSONS FROM GEESE

by Milton Olson



1. As each bird flaps its wings, it creates an "uplift" for the bird following. By flying in a "V" formation, the whole flock adds 71% greater flying range than if the bird flew alone.

**Lesson:** People who share a common direction and sense of community can get where they are going quicker and easier because they are traveling on the thrust of one another.

2. Whenever a goose falls out of formation, it suddenly feels the drag and resistance of trying to fly alone, and quickly gets back into formation to take advantage of the "lifting" power of the bird immediately in front.

**Lesson:** If we have as much sense as a goose, we will stay in formation with those who are headed where we want to go (and be willing to accept their help as well as give ours to the others).

3. When the lead goose gets tired, it rotates back into the formation and another goose flies at the point position.

**Lesson:** It pays to take turns doing the hard tasks, and sharing leadership—with people, as with geese, we are interdependent on each other.

4. The geese in formation honk from behind to encourage those up front to keep up their speed.

**Lesson:** We need to make sure our honking from behind is encouraging—and not something else.

5. When a goose gets sick, wounded, or shot down, two geese drop out of formation and follow it down to help and protect it. They stay with it until it is able to fly again or dies. Then they launch out on their own, with another formation, or catch up with the flock.

**Lesson:** If we have as much sense as geese we too will stand by each other in difficult times as well as when we are strong.

"Somehow I can't believe there are many heights that can't be scaled by a man, who knows the secrets of making dreams come true. This special secret can be summarized in four C's. They are curiosity, confidence, courage and constancy, and the greatest of these is confidence. When you believe in a thing, believe in it all the way. Have confidence in your ability to do it right. And work hard to do the best possible job."



STATE OF WASHINGTON  
MILITARY DEPARTMENT  
EMERGENCY MANAGEMENT DIVISION

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Olympia, WA 98504-0955  
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**JAN 16 1997**

FEDERAL COMMUNICATIONS COMMISSION  
OFFICE OF SECRETARY

January 8, 1997

The Honorable Reed E. Hundt, Chairman  
Federal Communications Commission  
1919 M Street, N.W., Room 814  
Washington, D.C. 20554

Re: **Comments on CC Docket No. 96-45**

Enclosed are comments on CC Docket 96-45 submitted by the Washington State E911 Program.

Sincerely,

Robert G. Oenning  
State E911 Administrator

cc: FCC Secretary  
Service List

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BEFORE THE  
Federal Communications Commission  
Washington, D.C.

In the matter of )  
 )  
Federal-State Joint board on ) CC Docket No. 96-45  
Universal Service )  
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FEDERAL COMMUNICATIONS COMMISSION  
OFFICE OF SECRETARY

COMMENTS OF THE WASHINGTON STATE ENHANCED 911 PROGRAM

The Washington State E911 Program was created by voter referendum in 1991 for the explicit purpose of assuring that enhanced 911 is made available to all the citizens of Washington. It is a state-wide mandate with enhanced 911 to be available by December 31, 1998. No distinctions were made for type of telephone equipment or method of service delivery.

The inclusion of enhanced 911 within the definition of services supportable within the universal services support mechanisms is laudable, and clearly in concert with the direction given by the voters of Washington to make Enhanced 911 universal. <sup>1</sup>

Enhanced 911 has become essential to the safety of the public as an increasingly mobile population and a common media experience create the expectation that not only is 911 the number to call for assistance, but also that the call will be accomplished through a system that knows where the caller is located. <sup>2</sup>

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<sup>1</sup> Referendum 42, Passed November 1991

<sup>2</sup> The expectation of location information may best exemplified by the misuse of 911 for non-emergency calls which many times begin with: "Can you tell me how to get to -----?". Public education programs have been demonstrated as an effective tool for eliminating these calls, but it is clear from the question that there is an expectation that the caller thinks the 911 telecommunicator knows the beginning location. Additionally, when legislators promulgate laws such as those that require police response to domestic violence

Enhanced 911 is correctly included for support in the universal service formula. In supporting access to enhanced 911 (Sec.51) the question arises to what is included under the term "access". To a large degree this is indirectly stated by the comments concerning the inability of the wireless carriers to provide location information at this time and the note that the "local governments provide the PSAP". It is also noted that "the telecommunications network is only one component of E911 service". Combined, these statements are taken to indicate that access to E911 service as a supported function will include the network components from recognition of the digits 911 through delivery of the call, with the associated caller identification and location information, to the correct PSAP. It is assumed that this will be done within some standard level of service and standardized data parameters.

The requirement as indicated has considerable merit for it allows the carriers to determine and manage the technologies of their delivery systems independent of outside requirements. This will also permit evaluation of the E911 service delivery costs under all the proposed cost models. That latter point may be extremely important given the temporary exclusion of wireless from the requirement to provide enhanced 911 because it will create a clear separation of service delivery mechanisms between carrier types.

Inclusion of E911 as a universal service element implies integration into the carrier operations to a degree that E911 elements would be part of the carrier managed network that supersedes the provisions of the Telecommunications Service Priority system. This recognizes the critical nature of 911 as the access point for services during any disaster that is disruptive to

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situations there is an assumption on the part of the legislators that the 911 system will pass location information to assist dispatching, given the likelihood that the situation itself will preclude useful address inquiry.

the telecommunications systems. Without 911 operational, many of the service restoration priorities have little meaning because the calls for assistance would not be processed by the network.

Inclusion of enhanced 911 within the definition of services supportable within the universal services support mechanisms recognizes both the expectations of the customer and the long term interests of assuring competitive service delivery.

Respectfully submitted,

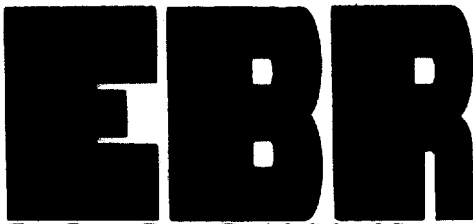


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Robert G. Oenning  
Washington E911 Program

Washington State Military Department  
Emergency Management Division  
P.O. Box 40955  
Olympia, Washington 98504-0955





East Baton Rouge Parish School System

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1050 South Foster Drive, Baton Rouge, Louisiana 70806  
P.O. Box 2950, Baton Rouge, Louisiana 70821  
Phone (504)922-5400, Fax (504)922-5411

Gary S. Mathews, Ph.D., Superintendent

The Honorable Reed Hundt  
Chairman  
Federal Communications Commission  
1919 M Street, N.W., Room 814  
Washington, D.C. 20554

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**RECEIVED**  
JAN 16 1997  
FEDERAL COMMUNICATIONS COMMISSION  
OFFICE OF SECRETARY

RE: CC Docket No. 96-45

Dear Chairman Hundt:

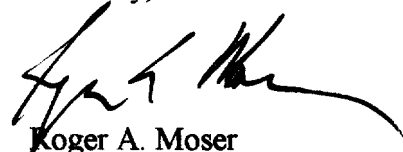
As a school board member for East Baton Rouge Parish School System, I would like to thank you for your leadership and the leadership of the Joint Board for their strong decision to ensure that all schools will have affordable access to the Information Superhighway. I urge the FCC to fully adopt the recommendations of the Joint Board.

The discount range of 20 to 90 percent will ensure that all schools--even the poorest--have truly affordable access. I understand that the plan is very flexible and will empower schools to select the services that work best for their educational mission. The inclusion of discounts on internal connections and Internet access is equally vital and stands to bring services directly to the classroom where students learn.

In our school district, which serves over 58,000 students, the cost savings resulting from deep discounts for telecommunication installations and monthly service charges would be substantial. These price breaks would allow our school district to implement a Wide Area Network (WAN), Local Area Networks (LAN), Internet connections, resource sharing between schools, and streamlining administrative functions throughout the school system.

As you move ahead in your deliberation on this important issue, I urge you to seize this opportunity to bring 21st century learning to our school children.

Sincerely,

  
Roger A. Moser  
District 8

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